

Managers' self-efficiency and its effect on Exhaustion at the public schools, Iran

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Abstract

One of the threaten behavior among managers is exhaustion. In fact, exhaustion assumed as a state of physical and emotional tiredness that appear in interaction with employees and students during working hours at school. The existence of this irregular feeling leads to low level of presentation at school and generates inadequate outcomes. Furthermore, recognizing and applying the optimistic factors such as self-efficiency can be valuable motivator in controlling and reducing the amount of abnormal reactions such as exhaustion among managers at schools. The purpose of current study is focused on association between managers' self-efficiency and exhaustion at public schools in Tehran, Iran. The results demonstrated that self-efficiency predicts the amount of exhaustion among managers and there is negative association between exhaustion and self-efficiency at school. Besides, the present paper supports the impact of efficiency on the amount of exhaustion among schools managers and reduction of this unsatisfactory phenomenon at schools.

Keywords: managers, self-efficacy; exhaustion, schools

Introduction

Managers have considerable role at schools and emerging different factors on their behavior can lead to various reactions (Demir, 2006). Furthermore, recognizing these factors need high level of awareness. Besides, there are numerous factors that influence on managers' performance, reaction and behavior at schools. In reality, most of managers prefer working in peaceful situations and do not face with any difficulties (Gilboa, Shirom, Fried, & Cooper, 2008). On the other hand, the existence of several negative factor alter the work environment' situation and create some uncommon performances

among managers at schools (Beevers, Gibb, McGeary, & Miller, 2007). Exhaustion assumed as one of this abnormal industrial behavior that reduce the amount of managers' performance (Akpınar, Tas, & Okur, 2013; Buckley, 2004). In fact, the exhaustion is physical, emotional and psychological tiredness that generates in exhausting situations. Truly, exhaustion created by direct contact with other individuals in lengthy time at burden some situation. Moreover, this irregular phenomenon related with work-life and leads to absence of motivation at work environment, dissatisfaction, presence of conflict and low levels of adjustment (Hakanen, Bakker, & Schaufeli, 2006).

The exhaustion emerged by some internal and external factors that drive from work environment (Lerman et al., 2012). These factors comprised several items such as stress, physical problem (high levels of blood pressure), private difficulties (personal failures) and lack of ability to deal with problems (Ahsan, Abdullah, Gun Fie, & Alam, 2009). As well, these factors appear some threatening signs that demonstrate the existence of exhaustion among managers at school (Hallberg, Johansson, & Schaufeli, 2007).

All of these factors show multiple feeling such as worthlessness, uncommon emotions, losing-goal, unhappiness, ingredient abuse, and improper cycle at life, removal of feelings, decrees of performance, decrease of healthy body, interpersonal difficulties and despair (Portnoy, 2011). Therefore, discovery positive factors in educational situation change stressful condition among managers at schools. Truly, there are numerous factors that modify this unacceptable situation to worthy situation and generate managers' performance at school (Kafetsios & Zampetakis, 2008). One of these positive factors that have meaningful role among managers at school is self-efficiency (Bandura, 1993). Certainly, self-efficiency is located as one of the internal factors at school. In reality, self-efficiency is type of behavior that impacts on varied levels of behavior among managers at school. This positive internal phenomenon has been firmed as dissimilar forms of individuals' behavior, attitude and motivation (Judge & Bono, 2001). In truth, self-efficiency drives from four principle factors that included recognizing, motivation, permeability and selective process (Judge, Jackson, Shaw, Scott, & Rich, 2007).

The self-efficiency involves expected performance and outcome that improves the construction of individuals' behavior and presentation (Bandura, 2002). These two facades help managers to better decision making and achieve accurate results. On the other hand, the existence of self-efficiency is not automatically and it creates and grows in various levels of managers' life (Bandura, 1982). The self-efficiency appears in some critical levels of development that should be consider carefully to them. In reality, these levels included 1) childhood, 2) adolescence, 3) adulthood and 4) senescence. In actual fact, applying the self-efficiency via managers at public schools is associated with themselves, directly. Furthermore, managers should be known themselves and their abilities without any prejudice. Thus, they can develop their skills and change their faintness at school (Macak, Zlamal, Krysa, & Schmuki, 2007).

In continue, there are some of theories and approaches explained toward exhaustion and self-efficiency (Maslach, Schaufeli, & Leiter, 2001). Social cognition theory discussed about self-efficiency and explained human behavior at society which effected by personal experience, behavior and environment in four points of life and its influences on motivation and personal believe. Also, Bandura (2002) declared that the self-efficiency is a type of judgment about skills of individual. In actual fact, this internal factor assesses behavioral reactions and individuals with high level of self-efficiency endeavor to improve and growth the amount of their behavioral equilibrium while individuals with low level of self-efficiency trends to control and

limit their activities at society. Certainly, low level of efficiency has direct relative with some uncharacteristic behavior such as exhaustion at work environment. Also, in psychosocial theory that proposed by Maslach and Jackson (1981) referred to exhaustion that influenced by internal and external factors. In this theory clarified about absence of consideration to skills that lead to some unexpected reaction such as emotional fatigue, depersonalization and low level of success at society (Maslach, 1978; Maslach & Jackson, 1981).

Theoretical framework

According to various theories based on relation between self-efficiency and exhaustion, the Social Cognitive theory that proposed by Bandura (1997) as principle and main theory, focused on health communication. In this theory referred to cognitive, emotions and aspects that change by different factors in private and social life and in some cases effect on inner feeling and behaviors in positive way. On the other word, this influence has mutual role in individual and social behaviors. In addition, the Social Cognitive theory mentioned some ways for new behaviors and reactions in communications. In fact, the theory of Bandura focused on positive role of efficiency that influence on inner feeling and reactions such as exhaustion toward outer world and also effected by external factors. In this theory demonstrated the effectual role of self-efficiency in increasing individual motivation and restarting relation and activity in a stable way (Bandura, 2001).

Objective

The principle goal of current study is to examine the association between self-efficiency and exhaustion among managers of public schools. Regards on previous studies and the theories determined alternative hypothesis around them; there is relationship between managers' self-efficiency and exhaustion at public schools in Tehran, Iran.

Method

The respondents in present study were managers of public schools in Tehran, Iran that was selected 254 managers based on Morgan and Krejcie's sample size table (Krejcie & Morgan, 1970). The sample was chosen via cluster sampling method in different steps. In this study applied the Self-efficiency inventory that proposed by Sherer (1982) and the exhaustion questionnaire that planned by Maslach (2001). The self-efficiency inventory includes 17 items and measured by 5-point likert scale. The Cronbach's coefficient alpha based on original inventory was (.86). Also, the exhaustion inventory has 25 items that measure fatigue, personal performance, depersonalization and involvement. The questionnaire measured by 7-point Likert scale and evaluates four factors of exhaustion. The Cronbach's coefficient alpha for exhaustion based on original inventory for each of items was fatigue (.86), personal performance (.74), depersonalization (.72) and involvement (.75).

Results

In this study focused on examine the association between managers' self-efficiency and exhaustion at public schools in Tehran, Iran. For demonstrating these association among variables used linear regression method and the findings demonstrated in tables 1.

Table 1 illustrated the results of linear regression analysis to predict exhaustion via the effect of self-efficiency. In regression analysis, choosing independent variable instantaneously; furthermore, in this study applied inter method for controlling way of variables. The findings showed there is negative significant relation between self-efficiency and exhaustion $p < 0/05$. In addition, by increasing managers' self-efficiency at school the exhaustion decrease and vice versa.

Table 1
Single variable regression between self-efficiency and exhaustion

Predictor	Dependent	<i>p</i>	<i>B</i>	<i>F</i>	<i>t</i>
Variable	Variable				
Self-efficiency	exhaustion	$p < 0/05$	-0/11	2/69	-2/02

Discussion

The main target of present study was to investigate the role of managers' self-efficiency and its effect on exhaustion at the public schools in Iran. Based on finding of this study the amount of exhaustion and also emerge of this in appropriate

phenomenon relevant to the self-efficiency. According to the Social Cognitive theory of Bandura (1997), managers cope with difficulties on schools with improving their efficiency and cognitive toward world environment (Bandura, 2001). In reality, the presence of this positive phenomenon leads to low level of exhaustion and high level of satisfaction among managers. Additionally, self-efficiency has great role on growth of beliefs and behaviors.

The findings of current study confirm the earlier studies that focused on association between self-efficiency and exhaustion. Regarding to Skaalvik and Skaalvik (2010) self-efficiency assumed as one of the positive phenomenon in relation cycle that can control and improve abilities among employees and reduces abnormal organizational behavior such as exhaustion at school. In addition, Evers, Brouwers and Tomic (2002) described efficiency determined the levels of exhaustion and reported there is negative association between self-efficacy and exhaustion. Actually, this negative relationship between these two factors confirmed by most of previous studies and illustrated brilliant role of efficiency among employees at workplace.

In general, the findings of current study verified the self-efficiency as effectual and positive phenomenon increase level of abilities and motivation among managers and develop their presence and performance at schools. In truth, this effectiveness of self-efficiency encourages managers to aware about their inappropriate feeling toward their job and controls them via their knowledge and ability.

Conclusion

In present study focused on association between managers' self-efficiency and exhaustion at public schools in Tehran, Iran. The results showed that there are negative relative between self-efficiency and exhaustion and the Hypothesis supported the result. Regarding to previous sections and present study, self-efficiency has brilliant role on behavior and performances of managers at schools and it can change them in various ways. Moreover, improving and distinguishing positive internal and external factors has creative

role in increasing abnormal feeling such as exhaustion. In addition, high level of self-efficiency control exhaustion and conduct it in precise way. Presence of self-efficiency among managers at schools disappear any type of negative attitudes such as exhaustion about job and work environment. Regarding to psychological-social theory, self-efficiency improves organizational behaviors and recognized self-efficiency as part of automatic systems. Furthermore, self-efficiency is key part of Cross-functional motivation and support individual behavior and performance at school.

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